

## **Epping class learning overview**

This curriculum is designed for our Social, Emotional and Mental Health (SEMH) Resource Base. It follows the National Curriculum while placing equal emphasis on emotional regulation, communication, relationships, resilience, and personal development. The curriculum is highly structured, trauma-informed, and adapted to meet the individual needs of pupils who may have experienced adverse childhood experiences, attachment difficulties, anxiety, dysregulation, or behavioural challenges.

### **Curriculum Vision**

Our curriculum aims to:

- Enable pupils to feel safe, valued, and successful learners.
- Develop emotional literacy and self-regulation skills.
- Build confidence, resilience, and positive relationships.
- Close gaps in learning through adaptive teaching.
- Foster curiosity and engagement through meaningful experiences.
- Prepare pupils for successful inclusion in mainstream learning and wider society.

### **Key Curriculum Drivers**

#### **1. Emotional Literacy and Regulation**

Throughout all subjects pupils will develop:

- Identifying and naming emotions
- Understanding triggers
- Using regulation strategies
- Developing resilience
- Building self-esteem
- Problem-solving skills

#### **Daily Practice**

- Emotional check-ins
- Zones of Regulation
- Sensory breaks
- Mindfulness activities

- Reflection time
- Restorative conversations

## **2. Communication and Relationships**

Pupils will learn to:

- Listen actively
- Express feelings appropriately
- Work collaboratively
- Resolve conflicts
- Respect differences
- Develop empathy

## **3. Independence and Life Skills**

Pupils will develop:

- Organisation skills
- Personal responsibility
- Decision making
- Self-care habits
- Classroom routines
- Community awareness

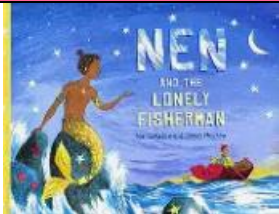
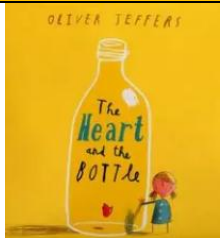
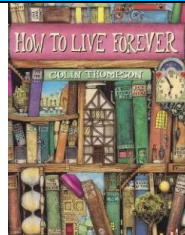
## Epping timetable

|       | Monday                                                                 | Tuesday                                                                | Wednesday                                                              | Thursday                                                               | Friday                                                |
|-------|------------------------------------------------------------------------|------------------------------------------------------------------------|------------------------------------------------------------------------|------------------------------------------------------------------------|-------------------------------------------------------|
| 8:45  | Snack and emotional register<br>Register<br>Newsround                  | Snack and emotional register<br>Register<br>Newsround                  | Snack and emotional register<br>Register<br>Newsround                  | Snack and emotional register<br>Register<br>Newsround                  | Snack and emotional register<br>Register<br>Newsround |
| 9:10  | Spelling                                                               | Spelling                                                               | Spelling                                                               | Spelling                                                               | PE                                                    |
| 9:25  | Read, write, Inc                                                       | Read, write, Inc                                                       | Read, write, Inc                                                       | Read, write, Inc                                                       |                                                       |
| 10:00 | Assembly<br><br>PSHE                                                   | English / English activities                                           | English / English activities                                           | Computing                                                              | Art                                                   |
| 10:15 |                                                                        |                                                                        |                                                                        |                                                                        |                                                       |
| 10:30 |                                                                        |                                                                        |                                                                        |                                                                        |                                                       |
| 10:45 | Break time                                                             |                                                                        |                                                                        |                                                                        |                                                       |
| 11:00 | English / English activities                                           | Maths / Maths activities                                               | Maths / Maths activities                                               | Maths /Maths activities                                                | Maths / Maths activities                              |
| 11:15 |                                                                        |                                                                        |                                                                        |                                                                        |                                                       |
| 11:30 |                                                                        |                                                                        |                                                                        |                                                                        |                                                       |
| 11:45 |                                                                        |                                                                        |                                                                        |                                                                        |                                                       |
| 12:00 | Lunch Time                                                             |                                                                        |                                                                        |                                                                        |                                                       |
| 12:50 | Mindfulness<br>Class story                                             | Mindfulness<br>Class story                                             | Mindfulness<br>Class story                                             | Mindfulness<br>Class story                                             | Mindfulness<br>Class story                            |
| 1:10  | Interventions<br>Precision teaching – peer teaching, Maths pick me ups | Interventions<br>Precision teaching – peer teaching, Maths pick me ups | Interventions<br>Precision teaching – peer teaching, Maths pick me ups | Interventions<br>Precision teaching – peer teaching, Maths pick me ups | 1:30 - Choose / golden time                           |
| 1:30  | Science                                                                | RE                                                                     | Art                                                                    | History                                                                |                                                       |
| 2:30  | IDL                                                                    | PSHE                                                                   | Key Stage 2 Assembly                                                   | French                                                                 | Whole School Assembly                                 |

## Yearly overview

|                            | Autumn 1                                                | Autumn 2                                    | Spring 1                                              | Spring 2                                       | Summer 1                              | Summer 2                                 |
|----------------------------|---------------------------------------------------------|---------------------------------------------|-------------------------------------------------------|------------------------------------------------|---------------------------------------|------------------------------------------|
| <b>Science</b>             | Plants (structures and functions)                       | Light                                       | Animals, including humans                             | Plants (life cycle, water transportations)     | Rocks                                 | Forces and magnets                       |
| <b>History</b>             | Tudors                                                  |                                             | What did the Greeks ever do for us?<br>Ancient Greece |                                                | How have children's lives changed?    |                                          |
| <b>Geography</b>           |                                                         | Why do people live near volcanoes?          |                                                       | Why are rainforests important to us?           |                                       | Where does our food come from?           |
| <b>Computing</b>           | Computing Systems and Networks:<br>Connecting Computers | Creating Media:<br>Stop frame animation     | Programming A:<br>sequencing sounds                   | Data and Information:<br>Branching databases   | Creating Media:<br>Desktop Publishing | Programming B:<br>Events and actions     |
| <b>Art</b>                 |                                                         | Mega materials                              |                                                       | Painting and mixed media: Prehistoric painting |                                       | Painting and mixed media: Light and dark |
| <b>Design Technology</b>   | Electrical systems:<br>Torches                          |                                             | Mechanisms:<br>Pneumatic toys                         |                                                | Digital world:<br>wearable technology |                                          |
| <b>PE</b>                  | Tennis                                                  | Gymnastics<br>Pushes and Pulls              | Dance                                                 | Swimming                                       | Netball                               | Football                                 |
|                            | Tag Rugby                                               | Basketball                                  | Health Related Fitness                                | Gymnastics<br>Arching/Bridges                  | Rounders                              | Athletics                                |
| <b>Religious Education</b> | Christianity<br>God                                     | Islam                                       | Christianity<br>Jesus                                 | Christianity<br>Church                         | Sikhism                               | Hindu Dharma                             |
| <b>PSHE</b>                | My healthy self                                         | Connecting with others                      | The online world                                      | Citizenship 1                                  | Health protection                     | Citizenship 2                            |
| <b>Music</b>               | Start with playing                                      | Singing together                            | Compose and create                                    | Playing together                               | Compose and create                    | Singing for performance                  |
| <b>French</b>              | French greetings with puppets                           | French adjectives of colour, size and shape | Playground games – numbers and age                    | In a French classroom                          | French transport                      | Consolidation                            |

## Writing overview

|  | Autumn term                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                      | Spring term                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                               | Summer term                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                  |
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|  | Autumn 1                                                                                                                                                                                                   | Autumn 2                                                                                                                                                                                                                                                                             | Spring 1                                                                                                                                                                                                                        | Spring 2                                                                                                                                                                                                                                                                      | Summer 1                                                                                                                                                                                                                                                                                   | Summer 2                                                                                                                                                                                                         |
|  |  <p>Nen and the lonely fisherman by Ian Eagleton</p>                                                                      |  <p>The heart and the bottle by Oliver Jeffers</p>                                                                                                                                                  |  <p>Winter's child by Angela MacCallister</p>                                                                                                 |  <p>The last garden by Rachel Ip</p>                                                                                                                                                       |  <p>How to live forever by Colin Thompson</p>                                                                                                                                                           |  <p>The Thames and tide club by Katya Balen</p>                                                                               |
|  | <b>Final written outcome</b><br>Diary entry                                                                                                                                                                | <b>Final writing outcome</b><br>Letters                                                                                                                                                                                                                                              | <b>Final writing outcome</b><br>Descriptive poem                                                                                                                                                                                | <b>Final writing outcome</b><br>Setting description                                                                                                                                                                                                                           | <b>Final writing outcome</b><br>Instruction writing                                                                                                                                                                                                                                        | <b>Final writing outcome</b><br>Non-chronological report – weather                                                                                                                                               |
|  | <b>Incidental writing opportunities:</b> <ul style="list-style-type: none"> <li>Identifying author's use of language</li> <li>Diary</li> <li>Character description</li> <li>Setting description</li> </ul> | <b>Incidental writing opportunities:</b> <ul style="list-style-type: none"> <li>Diary</li> <li>Character description of Blue/Leaf</li> <li>Letters</li> <li>Top tips advice sheet</li> <li>Shades of meaning – emotion words</li> <li>Show not tell character description</li> </ul> | <b>Incidental writing opportunities:</b> <ul style="list-style-type: none"> <li>Character descriptions</li> <li>Setting descriptions</li> <li>Diary</li> <li>Dialogue</li> <li>Top Trumps cards for monsters/objects</li> </ul> | <b>Incidental writing opportunities:</b> <ul style="list-style-type: none"> <li>Fact files</li> <li>Instructions – how to survive a volcano eruption</li> <li>Explanation – why a volcano erupts</li> <li>Quiz</li> <li>Recount of an eruption – news report style</li> </ul> | <b>Incidental writing opportunities:</b> <ul style="list-style-type: none"> <li>Dialogue</li> <li>Setting descriptions</li> <li>Letters to the author</li> <li>Character description – show not tell</li> <li>Persuasive writing – advert for the citadel, let me into the city</li> </ul> | <b>Incidental writing opportunities:</b> <ul style="list-style-type: none"> <li>Top trumps cards</li> <li>Character description</li> <li>Practice present perfect – what the beast has done</li> <li></li> </ul> |

|                                    | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                        | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                          |
|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Book                               | Nen and the lonely fisherman by Ian Eagleton                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                        | The heart and the bottle by Oliver Jeffers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                          |
| Text Type                          | Narrative                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Incidental writes                                                                                                                                                                                                                                      | Letters                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Incidental writes                                                                                                                                                                        |
| Text Features                      | <ul style="list-style-type: none"> <li>• Use small details to describe characters</li> <li>• Include a setting to create atmosphere</li> <li>• Sequence of events to follow the structure of the model story</li> <li>• Write an opening paragraph and further paragraphs for each stage</li> <li>• Create dialogue between characters that shows their relationship with each other</li> <li>• Use 3rd person consistently</li> <li>• Use tenses appropriately</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• Recount</li> <li>• Identifying author's use of language</li> <li>• Diary</li> <li>• Character description</li> <li>• Setting description</li> <li>• Thought bubbles</li> <li>• Message in a bottle</li> </ul> | <ul style="list-style-type: none"> <li>• Write in the 1st person</li> <li>• Use contractions e.g. I'm writing to you</li> <li>• Provide detail through use of prepositions to express time, place and cause</li> <li>• Choose sentence forms to address the reader directly</li> <li>• Vary tenses</li> <li>• Use layout features including a date, introductory paragraph and further paragraphs in order, suitable closing</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• Diary</li> <li>• Letters of advice</li> <li>• Top tips advice sheet</li> <li>• Shades of meaning – emotion words</li> <li>• Postcard</li> </ul> |
| Vocabulary, Grammar<br>Punctuation | <ul style="list-style-type: none"> <li>• <b>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</b></li> <li>• <b>Using the present perfect form of verbs in contrast to the past tense</b></li> <li>• <b>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</b></li> <li>• <b>Using conjunctions, adverbs and prepositions to express time and cause</b></li> <li>• <b>Using fronted adverbials</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• <b>Use of the present perfect form of verbs instead of the simple past</b></li> <li>• <b>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</b></li> <li>• <b>Word families based on common words, showing how words are related in form and meaning</b></li> <li>• <b>Expressing time, place and cause using conjunctions</b></li> <li>• <b>Using commas after fronted adverbials</b></li> <li>• <b>Using and punctuation direct speech</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                          |
| Composition                        | <ul style="list-style-type: none"> <li>• <b>Plan writing by:</b> <ul style="list-style-type: none"> <li>- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>- Discussing and recording ideas</li> </ul> </li> <li>• <b>Draft and write by:</b> <ul style="list-style-type: none"> <li>- Organising paragraphs around a theme</li> <li>- In narratives, creating settings, characters and plot</li> <li>- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul> </li> <li>• <b>Evaluate and edit by:</b> <ul style="list-style-type: none"> <li>- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>- Proof-read for spelling and punctuation errors</li> </ul> </li> </ul> |                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• <b>Plan writing by:</b> <ul style="list-style-type: none"> <li>- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>- Discussing and recording ideas</li> </ul> </li> <li>• <b>Draft and write by:</b> <ul style="list-style-type: none"> <li>- In narratives, creating settings, characters and plot</li> <li>- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>- Organising paragraphs around a theme</li> </ul> </li> <li>• <b>Evaluate and edit by:</b> <ul style="list-style-type: none"> <li>- Assessing the effectiveness of their own and others' writing and suggesting improvements</li> </ul> </li> </ul> |                                                                                                                                                                                          |

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|                                        | - Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                               |
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|                                        | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                        | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                               |
| Book                                   | Winter’s child by Angela MacCallister                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                        | The last garden by Rachel Ip                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                               |
| Text Type                              | Narrative – Adventure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Incidental writes                                                                                                                                                      | Non-chronological report /Explanation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Incidental writes                                                                                                                                                                             |
| Text Features                          | <ul style="list-style-type: none"><li>• Sequence of events to follow the structure of the model story</li><li>• Write an opening paragraph and further paragraphs for each stage</li><li>• Create dialogue between characters that shows their relationship with each other</li><li>• Build excitement and tension</li><li>• Use small details to describe characters</li><li>• Include a setting to create atmosphere</li><li>• Powerful, evocative language for settings and characters</li><li>• Powerful and varied verbs for action</li></ul>                                                                                                                                                                                                          | <ul style="list-style-type: none"><li>• Character descriptions</li><li>• Setting descriptions</li><li>• Diary</li><li>• Dialogue</li><li>• Descriptive poems</li></ul> | <ul style="list-style-type: none"><li>• Write in present tense (except historic reports)</li><li>• Use layout features e.g. questions to draw in the reader, headings and sub-headings, paragraphs to group related ideas, diagrams</li><li>• Use language to explain a process or how something works</li><li>• Use words/phrases to make sequential, causal or logical connections e.g. because, as a result</li></ul>                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"><li>• Fact files</li><li>• Persuasive letters of advice</li><li>• Diary entry</li><li>• Weather report</li><li>• Advertisement</li><li>• Dialogue</li></ul> |
| Vocabulary, Grammar<br><br>Punctuation | <ul style="list-style-type: none"><li>• Introduction to paragraphs as a way to group related material</li><li>• Introduction to inverted commas to punctuate direct speech</li><li>• Expressing time, place and cause conjunctions, adverbs or prepositions. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</li><li>• Fronted adverbials</li><li>• Use of paragraphs to organise ideas around a theme</li><li>• Use of inverted commas and other punctuation to indicate direct speech</li><li>• Use of topic-specific vocabulary</li><li>• Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition</li><li>• Apostrophes to mark plural possession</li></ul> |                                                                                                                                                                        | <ul style="list-style-type: none"><li>• Expressing time, place and cause conjunctions, adverbs or prepositions. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</li><li>• Introduction to paragraphs as a way to group related material</li><li>• Use of present perfect form of verbs instead of the simple past</li><li>• Introduction to inverted commas to punctuate direct speech</li><li>• Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</li><li>• Fronted adverbials</li><li>• Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li><li>• Use of inverted commas and other punctuation to indicate direct speech</li></ul> |                                                                                                                                                                                               |
| Composition                            | <ul style="list-style-type: none"><li>• Plan writing by discussing the structure, vocab and grammar of similar writing</li><li>• Discuss and record ideas</li><li>• Compose and rehearse sentences orally</li><li>• Organising paragraphs around a theme</li><li>• Build an increasing range of sentence structures</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                        | <ul style="list-style-type: none"><li>• Plan writing by discussing the structure, vocab and grammar of similar writing</li><li>• Discuss and record ideas</li><li>• Compose and rehearse sentences orally</li><li>• Build an increasing range of sentence structures</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                               |

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|  | <ul style="list-style-type: none"> <li>• In narratives, create settings, characters and plot</li> <li>• Assess the effectiveness of own and others' writing</li> <li>• Propose changes to grammar and vocabulary to improve consistency</li> <li>• Proof-read for spelling and punctuation errors</li> </ul> | <ul style="list-style-type: none"> <li>• <b>In non-narrative material, use simple organisational devices</b></li> <li>• Assess the effectiveness of own and others' writing</li> <li>• Propose changes to grammar and vocabulary to improve consistency</li> <li>• Proof-read for spelling and punctuation errors</li> <li>• Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul> |
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|                                    | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                          | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                             |
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| Book                               | How to live forever by Colin Thompson                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                          | The Thames and tide club by Katya Balen                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                             |
| Text Type                          | Narrative – Portal Fantasy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                          | Non-chronological report                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Incidental writes                                                                                                                                                                           |
| Text Features                      | <ul style="list-style-type: none"> <li>• Use small details to describe characters</li> <li>• Include a setting to create atmosphere</li> <li>• Very clear and detailed description to help the reader imagine</li> <li>• Use imagery for description</li> <li>• A strong plot with fantastical elements</li> <li>• Sequence of events to follow the structure of the model story</li> <li>• Write an opening paragraph and further paragraphs for each stage</li> <li>• Create dialogue between characters that shows their relationship with each other</li> <li>• Use 3rd person consistently</li> <li>• Use tenses appropriately</li> </ul> | <ul style="list-style-type: none"> <li>• Lost posters</li> <li>• Dialogue</li> <li>• Setting and character descriptions</li> <li>• Instructions</li> <li>• Letters of warning</li> </ul> | <ul style="list-style-type: none"> <li>• Write in present tense (except historic reports)</li> <li>• Use layout features e.g. questions to draw in the reader, headings and sub-headings, paragraphs to group related ideas, diagrams</li> <li>• Use language to explain a process or how something works <ul style="list-style-type: none"> <li>• Use words/phrases to make sequential, causal or logical connections e.g. because, as a result</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• Setting descriptions</li> <li>• Advertisement</li> <li>• Poster</li> <li>• Retelling</li> <li>• Instructional flyer</li> <li>• Dialogue</li> </ul> |
| Vocabulary, Grammar<br>Punctuation | <ul style="list-style-type: none"> <li>• <b>Formation of nouns using a range of prefixes</b></li> <li>• <b>Word families based on common words, showing how words are related in form and meaning</b></li> <li>• <b>Expressing time, place and cause using conjunctions, adverbs or prepositions</b></li> <li>• <b>Introduction to inverted commas to punctuate direct speech</b></li> <li>• <b>Noun phrases expanded by addition of modifying adjectives, nouns and preposition phrases</b></li> <li>• <b>Fronted adverbials</b></li> <li>• <b>Use of inverted commas and other punctuate to indicate direct speech</b></li> </ul>            |                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• <b>Expressing time, place and cause conjunctions, adverbs or prepositions. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</b></li> <li>• <b>Introduction to paragraphs as a way to group related material</b></li> <li>• <b>Use of present perfect form of verbs instead of the simple past</b></li> <li>• <b>Introduction to inverted commas to punctuate direct speech</b></li> <li>• <b>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</b></li> <li>• <b>Fronted adverbials</b></li> <li>• <b>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</b></li> <li>• <b>Use of inverted commas and other punctuation to indicate direct speech</b></li> </ul> |                                                                                                                                                                                             |

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| <b>Composition</b> | <ul style="list-style-type: none"> <li>• <b>Plan writing by:</b> <ul style="list-style-type: none"> <li>- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>- Discussing and recording ideas</li> </ul> </li> <li>• <b>Draft and write by:</b> <ul style="list-style-type: none"> <li>- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>- In narratives, creating settings, characters and plot</li> </ul> </li> <li>• <b>Evaluate and edit by:</b> <ul style="list-style-type: none"> <li>- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> <li>- Assessing the effectiveness of their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• <b>Plan writing by:</b> <ul style="list-style-type: none"> <li>- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>- Discussing and recording ideas</li> </ul> </li> <li>• <b>Draft and write by:</b> <ul style="list-style-type: none"> <li>- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>- In narratives, creating settings, characters and plot</li> </ul> </li> <li>• <b>Evaluate and edit by:</b> <ul style="list-style-type: none"> <li>- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> <li>- Assessing the effectiveness of their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul> </li> </ul> |
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## Maths overview

|             |                                                                          |                                                                                       |                                                                          |                                                                           |                                                                   |                                                        |               |
|-------------|--------------------------------------------------------------------------|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------|---------------------------------------------------------------------------|-------------------------------------------------------------------|--------------------------------------------------------|---------------|
| Autumn term | <div>Number</div> <div>Place value<br/>(within 10)</div> <div>VIEW</div> | <div>Number</div> <div>Addition and subtraction<br/>(within 10)</div> <div>VIEW</div> | <div>Geometry<br/>Shape</div> <div>VIEW</div>                            | Consolidation                                                             |                                                                   |                                                        |               |
| Spring term | <div>Number</div> <div>Place value<br/>(within 20)</div> <div>VIEW</div> | <div>Number</div> <div>Addition and subtraction<br/>(within 20)</div> <div>VIEW</div> | <div>Number</div> <div>Place value<br/>(within 50)</div> <div>VIEW</div> | <div>Measurement</div> <div>Length and height</div> <div>VIEW</div>       | <div>Measurement</div> <div>Mass and volume</div> <div>VIEW</div> |                                                        |               |
| Summer term | <div>Number</div> <div>Multiplication and division</div> <div>VIEW</div> | <div>Number</div> <div>Fractions</div> <div>VIEW</div>                                | <div>Geometry<br/>Position and direction</div> <div>VIEW</div>           | <div>Number</div> <div>Place value<br/>(within 100)</div> <div>VIEW</div> | <div>Measurement<br/>Money</div> <div>VIEW</div>                  | <div>Measurement</div> <div>Time</div> <div>VIEW</div> | Consolidation |